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EXTENSION SERVICE *Review*

SEPTEMBER 1962

(See 4-H New Frontier Days, page 184)

33/9





**Official monthly publication of
Cooperative Extension Service:
U.S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.**

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

The trouble with opportunity is that it comes so often disguised as hard work.

This little squib, found in a recent issue of the Suffolk County (N. Y.) Farm News, is good for a chuckle. But more than that, if taken seriously, it looks like an obvious truth. Opportunity and hard work are bound to go hand in hand. But they are not necessarily of equal weight.

For example, in this issue are announcements of the winter schools for extension workers. Georgia and Arizona again are offering a variety of courses taught by recognized authorities during January and February. This is the second year for Arizona, fourth year for Georgia.

Now there's an opportunity for extension folks to add a few graduate credits, brush up on a familiar subject, tackle something new, or pick up some new ideas and approaches to their work.

Hard work? No doubt. But not completely.

Both schools offer a change of pace from office routine, mild climate in mid-winter, and a chance to meet and exchange ideas with other extension workers. You'll find more informa-

tion on these schools on page 191.

Of course, not everyone can attend these classes. And for those who don't, the Review keeps right on offering opportunities to pick up and exchange ideas with other extension folks each month.

In his article on the next page, Bond Bible, rural sociology specialist in Ohio, asks and answers some pertinent questions on working with groups.

"Why is one group more effective than another? How can a committee improve its functioning? How do you get people involved in committee activities?"

"To help answer such questions let us examine certain basic principles (developed through experience and research) of working with groups."

You'll also find in this issue articles on working with food retailers, urban and suburban youth, low-income families, fertilizer dealers, and local planning groups; and approaches to communicating.

Hope you find some hints here that you can turn into "opportunities," without too much hard work.—DAW
Next Month: Planning Effective Extension Youth Programs.

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Effective group work depends a great deal on preparation beforehand—selection of members, meeting place, and background information—and participation by all members.

Group Work that can "Go Places"

by BOND L. BIBLE, Rural Sociology Specialist, Ohio

EVERYONE has belonged to a group that never seemed to "get anywhere." You have probably also participated in groups with clear purposes and effective ways to reach them.

Why is one group more effective than another? How can a committee improve its functioning? How do you get people involved in committee activities?

To help answer such questions let us examine certain basic principles (developed through experience and research) of working with groups.

Know the Group

Knowing the group is important for effective working relationships. Who makes up the group? Are they the elite or the common folk? Are they city or farm people? Do they have a college education or less? The more

information you have about a group's members, the better use you can make of their abilities and interests.

Information about group members is helpful in selecting people for committee assignments. Depending on its job, a committee may require members with specific competencies, backgrounds, special interests, or points of view.

Effective groups clearly understand and can state their purpose or job. It cannot be said too often that a clear purpose is essential for a group to produce. If decisions for action are made in terms of purpose and toward long-time goals, greater progress will be made.

Good leadership is basic to all productive group experience. Leading group thinking requires training, study, practice, experience, and continuous self-examination on the part of the leader.

The leader's role involves:

- Helping the group decide its purposes.
- Helping the group become conscious of the group process to improve its operational efficiency.
- Assisting the group to become aware of its talents, skills, and other resources.
- Keeping discussions focused on the problem.
- Developing group methods of evaluation so the group can improve its process.
- Helping the group create or terminate jobs and committees as needed.

Every productive group uses a well-laid plan. So much of the job is done in an informal setting, it may appear to be casual. But this is far from the truth.

Every series of committee meetings (See Groups that "Go," page 190)

Inform Via PRO COMMUNICATORS

by HOWARD DAIL,
Information Specialist, California

How can you utilize professional mass communicators well in getting your information to the public?

For one answer, look in the direction of Fresno County, Calif. There effective relationships between Extension and mass media (radio, newspapers, television, and magazines) have been developed by the county farm and home advisors (county agents) for many years.

Such close working with mass media has resulted in wide distribution of information. County Director Ray Crouch estimated that in 1960, some 8,000 column inches of newspaper space, 30,000 feet of radio recording tape, and 18 hours of TV were devoted to university and USDA agricultural, home economics, and 4-H information.

The county staff has established itself well with the 10 full-time pro-

fessional mass media men working in the Fresno area. These men almost automatically communicate with the advisors when they want agricultural information. The advisors, in turn, keep communicators well informed.

Crouch says, "When a professional person spends the time to write a story, make a radio tape, or prepare a film about our work you can be almost certain it will be used, and be given a good position or time."

For 14 years, the regular Monday morning conference of the 18-person staff has also served as a sounding board. Television, radio, and newspaper men are on hand to hear staff members tell of activities in their fields. These brief reports often lead to articles or broadcasts.

Regularly, KMJ-TV has a 4-man crew video tape a 7-minute agricultural program for telecasting that

evening. The program director interviews one or more of the farm advisors following the staff conference.

Another television station, KFRE-TV, calls on the staff frequently for assistance. For example, they asked help in filming a newly purchased site for a University of California experiment station in Fresno County.

Four radio farm directors working in Fresno are heard throughout the San Joaquin Valley. They tape a number of programs with extension staff members and frequently call the office for information. A farm advisor wishing to announce a meeting has no difficulty getting on one of the farm shows.

Three full-time farm reporters with the Fresno Bee are considered almost regular staff members by the extension workers. They carry, in the weekly Country Life section of that newspaper, columns of articles based on extension work.

A representative of the State farm magazine living in the city calls on the advisors frequently. National farm magazine editors stop at the office from time to time, and the county director informs them about possible feature articles.

Program Support

Because of the close cooperation with professional communicators, farm advisors do not issue a regular news release service. Yet, each staff member probably devotes more time and attention to the mass media in a year than many who issue releases each week. Advisors keep alert to the needs of the communicators they work with regularly.

With meetings decreasing in popularity and numbers, Crouch believes that those held should receive much emphasis, both in advance and followup. Mass media are a good means of doing this. He also sees mass media as a way providing the information formerly supplied through more frequent meetings.

Mass media can and do create an awareness that leads to farm calls. Many persons meeting extension staff members for the first time feel that they know the advisors through television or other mass media communications. ■



A television program, for an early evening show, is filmed each Monday following the regular Fresno County extension staff conference. Shown are three members of the Fresno staff with technicians from a local TV station. Tape interviews with radio farm directors are also a regular part of the staff's communications.

EVALUATING TELEVISION FOR EXTENSION TEACHING



by RICHARD E. ESCHLER, Associate Chenango County Agricultural Agent; JOSEPH C. DELL, JR., Assistant Tompkins County Agricultural Agent; and FRANK D. ALEXANDER, Administrative Specialist in Extension Studies; New York

Editor's Note: The study described in this article was designed to determine change in knowledge about feeding dairy cattle among farmers enrolled in a TV dairy cattle feeding school.

IN adult education, measuring change in knowledge, attitudes, and behavior through educational efforts has many obstacles and pitfalls. But despite recognized limitations and imperfections, research on an extension TV school was completed and can be demonstrated as a research model.

The TV school on dairy cattle feeding was planned by extension agents from 10 New York and 6 Pennsylvania counties. Telecasts were from a station in Binghamton, N. Y.

A total of 1,588 full and part-time farmers enrolled for the school. In addition, 539 persons who had agricultural interests or were high school vocational agricultural students also enrolled.

The 30-minute lessons were presented on five successive days at 1 p.m. Lessons centered on: introduction, nutrients in feed and how the cow uses them; roughage in dairy feeding; concentrates; feeding the individual cow; and feeding the milking herd.

An animal husbandry specialist from Cornell University taught the five lessons. His subject matter followed closely a workbook which was sent to each enrollee before the series began.

The study included a pre and post-test of knowledge of dairy cattle feeding practices among farmers who registered for the school. These tests were identical. All questions had multiple choice answers. The pre-

test was accompanied by questions relating to characteristics of the farmers, while the post-test included questions on evaluation of the TV school.

A random sample of 150 farmers was planned. These were selected and contacted in advance. Following the TV school, agents again interviewed the same farmers. Both the pre and post-questionnaires were sent to the Office of Extension Studies at Cornell University for data processing.

All the sample was interviewed in the pre-survey. Several were "lost" in the post-survey, leaving 116 interviewees for whom questionnaires from both surveys were available and usable. Failure to watch any of the five lessons was the reason for the greatest loss of interviewees.

Characteristics of Enrollees

The sample of enrollees in the TV dairy cattle feeding school was approaching early middle age. Slightly over two-thirds had completed high school and a number had some college training.

The median number of milk cows in the herds of the sample was 30.2. But slightly over one-fourth had more than 40 milk cows.

A large proportion of the sample considered themselves members of the agricultural department of the Extension Service. Almost an equal

proportion reported attending most or some extension meetings.

Slightly less than half the sample viewed all five lessons.

Findings of Study

How much influence did the TV school have? Among other points, we found:

- The score on 28 questions relating to dairy cattle feeding rose significantly from 45 to 59 percent as a result of the school.

- Of three age groups (under 40, 40-59, 60 and over) only the 60 and over failed to increase their score significantly. This group had only four interviewees.

- When the sample was divided into three groups, according to years of school completed (8 and under, 9 through 12, 13 and over) each group made a significant gain in score. The 9 through 12 group made the greatest gain.

- When the sample was divided according to attendance at extension meetings, (attending most, attending some, attending none) all three groups made significant changes in score. Those who reported attending no meetings made slightly greater gains.

Those who saw all five lessons made the greatest gain while those who viewed only one or two lessons made the smallest gain.

(See *Evaluating TV*, page 189)

DRAMA

for Teaching News Writing

by EDWIN O. HAROLDSEN, Editor, Center for Agricultural and Economic Adjustment, Iowa

How can you teach extension workers to write sparkling, fact-filled news articles which catch the editor's eye?

It's pretty well known that editors are flooded with an ever increasing torrent of handouts. This is why so many county agents are not getting their articles printed.

Probably the biggest challenge in news writing is not writing at all but collecting the significant details which make the story worth reading. Unfortunately, this important consideration often is overlooked. Even formal journalism courses give little practice in collecting the facts.

The writer first has to recognize a good news story possibility. Then he has to scribble down the facts that form the woof and warp of the story. Only then is he ready to begin writing.

If he has omitted important details, he may have to contact his source again to ask more questions. In some instances he may not be able to go back for more information and may have to use only what he got in the first go-round.

One approach to training extension workers in news writing is to stage a mock event, complete with props. This lets the "students" get actual practice in collecting facts as well as in writing them.

We tried this idea rather successfully in Utah several years ago and later in Turkey.

Staging Activities

During week-long information seminars in February and June 1961, approximately 50 provincial agricultural information specialists "covered" staged extension activities. These seminars were held in Ankara,

by the Turkish Ministry of Agriculture with the assistance of the U. S. International Cooperation Administration (now Agency for International Development).

The Turkish information specialists, whose jobs compare roughly with a State extension editor, first heard a lecture on news writing. Next, in a warm-up exercise the facts of an imaginary news event were read slowly but disjointedly, as a reporter might jot them down.

The students' resulting news articles were translated and judged for accuracy, completeness, and significance.

Only minor attention was paid to writing a snappy first paragraph. We encouraged them to concentrate on

Editor's Note: Mr. Haroldsen was extension editor in Utah before joining the International Cooperation Administration in 1959. During this assignment, he helped teach Turkish extension workers to write news articles and found successful the method described below.

accuracy and getting more enlightening facts.

We believe this is especially important in writing extension articles. An extension news article should have some "take home" value to the reader—information that will help him.

After the students heard what they did wrong in their first effort, they were taken by magic Turkish carpet to an achievement day.

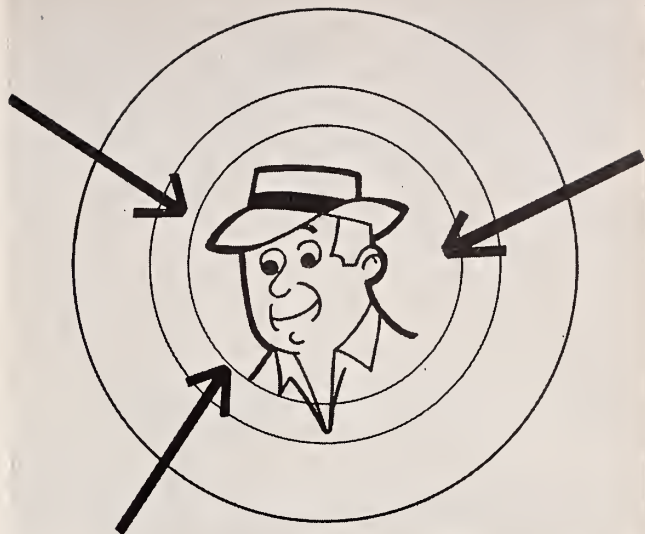
Extension home economics and information workers portrayed the muhtar (village leader or mayor), county agent, provincial home economists, and volunteer village home economics leader. Each, wearing identification cards, gave prepared (See *Drama Teaches*, page 190)



A project leader demonstrates yogurt-making during a home economics achievement day staged for Turkish provincial information specialists to practice news writing. Identification tags signify a county agent, village leader, county commissioner, and home economist—all part of the drama.

Direct Mail— for Pinpointing Audiences

by EDWARD H. ROCHE, Direct Mail Specialist,
Federal Extension Service



Is direct mail a new and better avenue for Extension? No and yes.

As a communication method, direct mail is as old as Extension. The first county agent in New York State, for example, made his initial contacts with farmers by mail. John Barron, Broome County agent, sent letters to rural voter registration lists to acquaint farmers with the educational service he was offering.

So direct mail isn't new. But is it a better avenue or communications method than others?

The answer is a qualified yes, depending on who the extension worker is trying to communicate with and what he or she is trying to accomplish.

For messages to a broad or general audience, mass media are the best channels. But to pinpoint a relatively small audience, direct mail is the most logical method.

What Is It?

Direct mail is a written message directed to a specific audience to accomplish a specific purpose. It's the next best thing to a personal visit or phone call.

A circular letter to a commodity group or any special audience, an extension director's newsletter to State and county workers, a post card to 4-H members, an envelope stuffer en-

closed with a milk check or any other mailing, a self-mailing piece directed to a particular group—all are forms of direct mail. Even this magazine, the Extension Service Review, is direct mail.

A circular letter may be sent to dairymen, for example, to explain the benefits of bulk tanks. The director's newsletter may be to report new developments of interest. The post card to 4-H'ers may be to announce a meeting. The envelope stuffer and self-mailing piece may be part of a series to motivate farmers to soil test, control mastitis, improve pastures, or adopt other practices. The Review's purpose is an exchange of ideas among extension workers on successful educational methods.

All the above examples have one common characteristic. They are directed to a specific audience to accomplish a specific purpose.

When used this way—to one audience for one purpose—direct mail gets results, too.

A study of a home economics newsletter in Colusa County, Calif., last year, for example, revealed that a majority of the homemakers read and used the information. All homemakers who returned the questionnaire said they read the newsletter, with 60 percent reporting they read all of it. Half the homemakers said they used some of the information and only one

reported she had never used any information.

In a 7-county survey in New York State, more than 500 farmers were interviewed about practice adoption. Those who adopted the recommended practices listed direct mail as an information source more frequently than any other medium.

Measurable Results

Another indication of direct mail's value is seen in information campaigns conducted in two Washington counties. Direct mail, newspaper, and radio releases were used in Whitman County to encourage farmers to return a farm and home accident survey questionnaire. In Yakima County, where a similar safety survey was made, only mass media were used.

What were the results? An even 50 percent of Whitman County farmers returned the questionnaire, compared with 28.2 percent in Yakima County.

Direct mail can't be given full credit for the difference in returns. Many other factors probably had an effect. But direct mail was a definite factor.

One reminder card sent out 7 days after the questionnaire in Whitman County stimulated a spurt of several (See *Direct Mail*, page 189)

"4-H New Frontier Days"

by DOROTHY V. MARKER, Assistant Home Demonstration Agent, and JOHN I. PLOC, Assistant County Agent, Prince Georges County, Maryland



Ponies stole the show in the livestock tent during the 4-H show put on in a suburban Maryland shopping center. The Horse and Pony clubs gave demonstrations with their animals and offered rides to visitors.

"**W**E would like our children to join the 4-H club but we live in town." This is a comment agents hear often in Prince Georges County, Md.

The county, adjacent to Washington, D. C., and strictly rural until about 10 years ago, now has a population of 365,000. Housing developments, shopping centers, and apartment houses have sprung up on what once were tobacco farms.

People living in these developments come from all parts of the Nation, and many are not familiar with the 4-H program. Others, who moved in from rural areas, have the idea that 4-H is for rural youth alone.

Crash Program Planned

The problem facing agents in the county now is one of publicity and promotion. How do we get the 4-H story across to these thousands of new people?

One solution chosen was a 4-H "crash" program. A program was designed to show, in a relatively short time, through exhibits and activities, what 4-H has to offer. In addition to promoting 4-H, it gave all existing clubs an opportunity to participate. The activity also provided a chance for the extension staff to meet hundreds of urban people whom we might never meet otherwise.

The total extension staff participated. This was important to the success of the program for, although 4-H was emphasized, all the services

of the Cooperative Extension Service were made known.

When the decision to hold the program was definite (after contacting the 4-H and homemakers councils) agents visited the public relations manager at the largest shopping center in the county. He was most anxious to provide buildings and other materials needed.

Week-Long Activities

The program, "4-H New Frontier Days," ran from Monday evening through Saturday afternoon during shopping center hours. The title was chosen to show that the 4-H picture is changing. No longer for rural youth alone, 4-H is moving into urban areas. New projects are being developed to meet the needs of suburban and urban young people.

The week's program included exhibits and activities designed to show a broad picture of 4-H. Exhibits of projects carried by youth in the county were designed and set up by club members. An overall extension exhibit was prepared by the staff to show how Extension can serve youth and adults.

Club members, leaders, and agents were on hand at the exhibits to answer questions and discuss the 4-H program. Cards were made available for youth and adults to fill in if they were interested in participating in the program.

Special activities were held throughout the week to give the

people an idea of the variety of events 4-H offers.

The official opening on Monday evening included a band concert, a talk on "Youths' New Frontiers" by a member of the board of county commissioners, and a tour of the 4-H exhibits.

Each weekday evening club members gave demonstrations from their 4-H projects. We found that more people stopped to watch when demonstrations were given outdoors rather than inside. Musical accompaniment for the county fashion show was provided by a high school dance band. On Saturday, 4-H'ers gave more demonstrations and offered pony rides to the youngsters.

A dog show, with 30 youths participating, climaxed the program. These people were enrolled in a 16-week 4-H Dog Obedience Training Course taught by members of the Hyattsville Dog Club.

Cooperative Promotion

Publicity for the event was prepared by the 4-H agents and the county public relations officer. County and city papers carried stories high-lighting the week's activities.

The shopping center featured an article about the program in its shopping newspaper which reaches 60,000 people. Washington, D. C., and county radio stations also carried announcements of "Frontier Days." The 140 county schools received special announcements of the program. And

400 posters announcing the event were displayed throughout the county.

No admission was charged for any of the exhibits or activities. The homemakers council contributed money for expenses. Business concerns supplied materials and personnel not taken care of by the council or merchants association of the shopping center.

Weighing the Experience

Looking back, we find this program hard to evaluate. Perhaps the future will tell, as interest in new 4-H clubs is found in the urban areas. This fall we will organize clubs of youth who showed an interest in 4-H (through cards and phone calls) at "4-H New Frontier Days."

Although there were problems, we feel the program was a success. Many more people know what 4-H has to offer urban youth, and the extension staff has made many new personal contacts.

It is hoped that a similar program will be held next year. This one will be easier since we have a guide to follow. Of course, some changes will be made.

For example, the program will run only Thursday through Saturday—bigger shopping days. All activities and exhibits will be held under one roof if possible because people do not like going from one building to another. And summer may be a better time to hold the program since

children will be out of school and have more time to participate.

Agents estimate that at least 12,000

people saw the exhibits or some of the activities. We know there was a great deal of interest. ■



Clubs designed and set up exhibits describing their 4-H projects. An information booth, showing the adult side of extension work, was manned by county staff members.



Use of fertilizer increased Oklahoma net income from wheat at least 25 percent in 1962 and placed higher quality wheat in market channels. Much of this increased and improved use of ferti-

lizer is credited to district short courses on fertilizer needs and use. Fertilizer dealers, bankers, and agricultural workers (like this graduating group) attended the courses.

Industry Co-sponsors Soils Short Course

by LEE STEVENS, Visual Education Specialist, Oklahoma

OKLAHOMA farmers increased use of fertilizer 54 percent for the 9 months previous to March 1 of this year over the same period a year ago—an all-time high for use of fertilizer in the State.

Much credit for this (and resulting increased crop yields) can be credited to interest generated by a soil fertility short course. This course was sponsored jointly by Extension and the Oklahoma Plant Food Education Society.

Working through county agents, Extension Agronomist Gaylord Hanes invited fertilizer dealers, bankers, and professional agricultural workers to enroll in a 5-session short course on fertilizer needs and use. An enrollment fee was assessed for the course.

"Many fertilizer dealers and others had a limited knowledge of soils and the product that the dealers were selling—fertilizer," according to Dr. Hanes. The short course was intended to develop, among fertilizer dealers and others, a deeper appreciation of soils and soil testing facilities available in county agents' offices.

"This short course should have long range and lasting benefits. We were teaching fundamentals that will

be equally valuable year by year," Hanes believes.

He pointed out that when fertilizer dealers understand basic fundamentals of plant nutrition and soil fertility they are more capable of interpreting research results and field observations. This also makes dealers better able to advise farmers on a sound fertility program.

Industry Participation

Two series of meetings were scheduled—in the fall of 1961 and the spring of 1962. Top men in industry and Oklahoma State University personnel in the field of fertilizers and its use were brought together. Subject matter included discussions on nitrogen, phosphorus, and potassium fertilizers; soil plant relationship; soil testing; and merchandising fertilizer.

Personnel helping to handle these assignments included: Roy Frierson, president, Oklahoma Plant Food Education Society, and sales manager, Phillips Petroleum Company; Dr. Dick Basler, agronomist, Spencer Chemical Company; Dr. J. Fielding Reed, southern director, American

Potash Institute; Dr. R. L. Beacher, southern director, National Plant Food Institute; Dr. N. D. Morgan, agronomist, American Potash Institute; Dr. R. P. Thomas, chief agronomist, International Minerals and Chemical Corporation; John M. Miller, agronomist, Consumers Cooperative Association; Dr. Vic Sheldon, John Deere Chemical Company; Perry Onstott, Grace Chemical Company; K. Chandler, Best Fertilizer Company; and Jack Lindsey, Hall Hoffman, and Tom Sheahy of the Agricultural Chemicals Division International Minerals and Chemicals Corporation.

Dr. Hanes and Elmo Bauman of the extension agronomy department and Dr. Billy Tucker and Dr. J. Q. Lynd of the OSU agronomy department also assisted in subject matter presentation.

A handbook, containing a summary of each of the sessions, was given to each person enrolled in the course. Diplomas were presented to those attending four of the five sessions.

Attendance indicates the popularity of the short course. Short courses were held in 5 locations for 35 counties. (See *Short Course*, page 189)



FOOD RETAILERS SUPPORT MEAT CLINIC FOR AGENTS

by MRS. ANN D. CHADBOURNE, Editorial Staff, Vermont

“VERMONT home agents expect to reach nearly 10,000 women through home demonstration work alone this year,” says Mrs. Doris Steele, State home demonstration leader. “And through various media, information on meat buying and preparation will reach approximately one-third of Vermont homemakers.”

Since meat takes a major share of the family food budget, Vermont women wanted to know what's new in buying and preparing meat. Home agents, hoping to learn some of these answers for homemakers, requested a short course on cuts and grades of meat from the wholesaler to the family dinner table.

Varied Viewpoints

Mrs. Steele sought the cooperation of resource people from several agencies as well as from University of Vermont staff. A representative of retail grocers, for example, participated in the program.

“The variety in points of view added greatly to the effectiveness of the clinic,” one agent said. Many felt the training would broaden and enrich their local programs.

The clinic opened with a demon-

stration of roast beef cooking by Anna Wilson, extension nutritionist. She prepared three types of roast for sampling by the agents, who then rated the meat on appearance, taste, and quality.

Another highlight of the program was an explanation of how retail stores buy meat. Marketing Specialist Tom Stanley also outlined customer preference at the meat counter. This gave the agents a better appreciation of the store managers' job to provide a selection of cuts at reasonable prices.

Later, he showed agents how to get more mileage from meat dollars by using roasts for several meals.

Agents who understand how to use lower-priced roasts can help their club members stretch the food budget while preparing well-balanced meals.

Donald J. Balch, assistant professor of animal and dairy science at the University of Vermont, explained ways to select and prepare lamb. He showed how to select top quality lamb and to prepare and serve appealing dishes.

Dr. E. W. Wilson talked on his duties as a federal meat inspector.

Next morning the agents were back on campus for talks by a visiting pro-

fessor. Once again, cooperation proved to be the keynote to success.

Using colored slides, Prof. Donald M. Kinsman of the University of Connecticut outlined the newest techniques in meat curing and processing. Other slides helped the audience recognize quality and grades.

A second evening program found the group at a supermarket, where they watched a demonstration of meat cutting and packaging.

The final day of the clinic opened with an explanation of steak and hamburger cooking by Nutrition Specialist Anna Wilson.

Then Tom Stanley spoke on frozen meat and meat products and pre-packaging of meat. Since the agents had seen meat being prepackaged just the night before, his talk provided an opportunity for a question and answer session.

At the close of the conference, a discussion panel gave the agents many valuable ideas on how to apply their new knowledge in working with home demonstration clubs and individual members.

Taking part in the discussion were Miss Wilson; Mr. Stanley; Mrs. Steele; Mrs. Marlene P. Thibault, Franklin County home agent; and Carl R. Smith, executive secretary of the Vermont Retail Grocers Association.

Followthrough Activities

Since the November clinic, the agents have given many leader training meetings on beef selection. Not only home demonstration agents and 4-H project leaders but also organizational representatives and interested individuals have attended.

Groups also have visited grocery stores to see the managers give private demonstrations of meat cutting and selection.

Some home agents have written brochures on meat buying and preparation. Store managers have cooperated by making the booklets available to their customers. At the check-out stands, clerks drop a booklet in each customer's bag.

This approach has been so successful that many women now stop agents in the stores to request further advice. ■

The Nutrition Story for low-income families

by MARY MAHONEY, Assistant
Editor—Home Economics, Texas

TEXAS extension home economists, cooperating with church, civic, and housing unit representatives, have reached a whole new group of homemakers with a nutrition program.

The homemakers, living in a Houston low-income housing project, represent more than 300 family members. They include young mothers with 1 or 2 children, older homemakers with 5 to 10 children, and several "senior citizens."

In a series of classes early this year, the homemakers were shown the nutritional value of donated foods, proper food storage, ways to use the foods in appetizing dishes, and meal planning.

Many families in the housing center do not receive donated foods. But the basic nutrition information helps them stretch food dollars and plan balanced, appetizing meals.

Industrial home economists assisted extension leaders with the teaching and demonstrations.

Local Steering Group

Planning for the nutrition program began last December when key housing and extension leaders proposed a tentative program. In January a steering group of local men and women worked out details. This committee outlined five training meetings for leaders who in turn took the information to homemakers. A different approach was used after the second meeting; information was presented directly to homemakers.

Mrs. Gwendolyn Clyatt, consumer marketing specialist, trained the first foods leaders. Women from a church, which had previously assisted housing center families, and homemakers

The Rev. James R. Noland; Mrs. Annie Mae Hatchett, District home agent; and Mrs. Larry Mills and Mrs. Lillian Warren, leaders from a Houston housing unit, confer about nutrition classes for low-income homemakers.



from the unit served as volunteer leaders.

After the leaders demonstrated ways to use cornmeal, Mrs. Clyatt emphasized that the recipes chosen were easy to prepare, saved time, did not require many dishes or pans, and were foods which she cooked at home. Proper storage of the meal also was discussed.

A demonstration on variety in the preparation of dried beans was given by Mrs. Mary Harrison and Mrs. Marion Monroe, assistant Harris County home agents, at the second training meeting.

Uses for rice and cheese were demonstrated by a representative from the Rice Council for Marketing Development. And two home economists from the Houston Lighting and Power Co. showed uses and storage of dry milk and peanut butter.

A veterans' hospital dietitian, a home economist for the Texas Gulf Bakers Council, and the district home agent combined forces for the program on menu planning. These, too, were based on donated foods.

At the close of each nutrition meeting, an evaluation session was held and plans for improving subsequent meetings were outlined. A home economist with the Neighborhood Center Association and those who presented the demonstrations assisted as consultants at the evaluation sessions.

Success Registered

Interest in the nutrition project increased as the course progressed and news about it reached homemakers. When a nursery was provided for young children, more mothers were able to attend.

Nutritional information presented to the original group has been modified and is being given to new families in the housing project. Each new homemaker is given copies of recipes and suggested menus calling for donated foods.

Mrs. Lynn Conner, interviewer for the Houston Housing Authority, comments: "The nutrition teaching was one of the finest projects ever carried out here. Commodities were not being

utilized to the maximum, and we felt the homemakers could achieve a great deal more variety in their meals with a little help. Now we are trying to share the information with new families."

One homemaker, who also served as a leader, says her training in advance meal planning enables her to make out food shopping lists early and take advantage of seasonal and plentiful foods.

Together with a member of the supporting church group, this homemaker was on the original steering group and the first teaching team. The two women now work with new homemakers in the housing unit.

Officials at other housing units, after learning about the nutrition classes, have requested help in setting up similar programs.

As further proof of the program's success, Mrs. Annie Mae Hatchett, district home agent, says homemakers who received the nutrition training are requesting classes in clothing construction and home management. ■

EVALUATING TV

(From page 181)

- All three groups according to herd size, (25 and under, 26 to 40, 41 and over) made significant gains in mean percent scores. The 26 to 40 size group had the largest gain, followed closely by the group with 25 and under.

- The increase in the percentages of the sample of enrollees knowing the correct answer on the pre-test and on the post-test was significant for 22 of 29 questions concerning dairy cattle feeding.

- Eighty-four percent of the sample of enrollees correctly solved a workbook problem on T. D. N. in a given quantity of oats.

Enrollees' Evaluation

Three-fourths of the sample of enrollees indicated they had heard of the program from the agricultural agent—through a letter or card, the County Farm and Home News, or personal contact. Since most of the sample considered themselves mem-

bers of the Extension Service, the opportunity for these extension sources of information to inform them first was better than for nonmembers.

Lesson four, which dealt with feeding the individual cow, received the highest rating as to helpfulness. This was followed closely by lesson three, on concentrates.

Eighty-eight percent of the sample thought the subject matter was about right in difficulty.

Eighty-five percent considered the length of each lesson (30 minutes) about right.

Of the teaching aids used (still pictures, charts, and lettered placards) charts received the highest helpfulness rating.

Seventy-three percent thought the workbook, sent them in advance, was very helpful.

A good majority, 59 percent, indicated that if the school were repeated, they would prefer the same schedule—1 lesson a day on 5 successive days.

Forty-four percent preferred getting information on dairy cattle feeding through TV programs.

Fifty-two percent favored 12:30 to 1 p.m. for future schools rather than 1 to 1:30.

Eighty-seven percent of the sample indicated they would like other farming topics presented on television.

This study strongly supports the conclusion that the TV dairy cattle feeding school, through the teaching heard and viewed and through the workbook, significantly increased enrollees' knowledge about dairy cattle feeding. ■

DIRECT MAIL

(From page 183)

hundred returns. In Yakima County, on the other hand, returns started high and ran steadily downhill for several weeks.

Results like these are part of the reason more and more extension workers are using direct mail. An-

other reason is that farmers are a continually declining percentage of a newspaper's circulation or the audience for a radio or TV station. So editors and broadcasters are less interested in how-to-do-it agricultural stories.

Mass media still want agricultural news, but they want the kind of interest to their urban and suburban audiences. So extension workers still rely heavily on newspapers, radio, TV, and other mass channels to communicate with the general public. But to pinpoint a specific group and make sure their message is received—they use direct mail.

The biggest single advantage of direct mail is that the sender can single out an audience and send a message in the form he chooses. With direct mail, the sender controls who receives the message, what it contains, how it is written, whether it is illustrated, and when it is sent.

When he does these things well, his direct mail communicates effectively. ■

SHORT COURSE

(From page 186)

ties in the fall of 1961. Out of 435 people attending, 235 were fertilizer dealers; 87 percent received graduation diplomas.

To date 835 people have attended the short course, 412 of them fertilizer dealers. The remainder were professional agricultural workers and bankers.

Short courses are scheduled for the remaining areas of the State this fall with a potential of 300 more students.

As a continuation of the program, Dr. Hanes and Mr. Bauman are preparing teaching aids and lesson plans for extension agents to use in their counties. These county courses will start in the fall. Fertilizer dealers and others who attended the district short courses will assist with sessions on the county level.

Extension Director L. H. Brannon termed the short courses a technique for fast mass dissemination of information to Oklahoma's agricultural leadership. "It is a good example of shortening the time lag between research and application," he said. ■

GROUPS THAT "GO"

(From page 179)

must unfold with a logical sequence. When the committee begins with an overall plan in mind, and when it divides the job into component parts, progress is certain. So committee productivity is a series of carefully planned steps.

To do any task well, you must prepare in advance. To paint the family house, you must have the materials and equipment ready to use. The same holds true for effective group meetings. Chairman and members should have the agenda, factual materials, minutes of other meetings, and all other necessary information at hand.

Production depends on preparation. People who are unprepared waste time.

Groups that get things done have meeting places that lend themselves to thoughtful deliberations. This includes the size of the room, type of seating, ventilation, and freedom from distractions.

The meeting place should encourage interaction of group members. This usually means sitting around a table or placing chairs in a circle.

The working atmosphere is created by the members themselves. A healthy emotional atmosphere can be created and maintained when members concentrate on: being receptive to the ideas of other members, being considerate and friendly, encouraging everyone to participate in the discussion, and, analyzing ideas rather than giving value judgments.

Keys to Participation

Participation is based on both right and responsibility. People understand and accept best the actions which he or she helped originate. If a committee member feels that something he did was responsible (in even a small measure) for the committee's action, he is much more willing to accept the results accomplished. The goal of the leader is to have the members feel that group action is their action.

A group is usually stronger if many members perform leadership jobs. At times, one member may present an idea, another may elaborate, another may compromise, another may summarize, and so on. In an established

group, no single member feels entirely responsible for the direction of the discussion or the success of the meeting.

This type of leadership demands responsibility of every member. But there is still need for some person or persons to coordinate the total action.

If a group is to reach and maintain high productivity, its members have to provide two kinds of needs—what it takes to do the job and what it takes to strengthen and maintain the group.

Any group is strengthened through participation if its members: (a) become conscious of the functional roles the group needs; (b) find out the degree to which they are helping meet these needs; and (c) undertake effective self-training to improve their member-role behavior.

Involvement of individuals in a group is closely related to participation. Involvement can be increased in several ways.

People are attracted to groups that are friendly, give prestige, accomplish worthy things, and, in general, meet their personal needs and interests. So it is useful to emphasize the accomplishments, fun, and recognition for this work.

Committees which get things done keep good records and issue periodic reports of progress.

One of the greatest rewards in working with groups is the realization that better programs, policies, decisions, and understandings emerge when people pool their thoughts. Good committees are the key to the effectiveness of functioning organizations and better communities.

To keep our democracy healthy and growing, people must involve themselves in day-to-day group work of the community. The best way to preserve our democracy is to have millions of democratically trained citizens who assume group responsibility for furthering the goals of our free society. ■

DRAMA TEACHES

(From page 182)

talks, including specific facts and figures that could be used in a news story.

The "provincial home economist"

called attention to a home economics exhibit which had been set up for the occasion—canvas clothes closet, bottled fruit and vegetables, washing board, and men's shirts.

Finally, the "village leader" gave a demonstration on washing a woman's sweater.

Reporting for Practice

When achievement day was over, the "students" were asked to write a news article from their notes. They had been warned to take notes and were given some pointers on it.

A few relied too much on their memory. Their articles were somewhat vague, inaccurate, and lacking specific details.

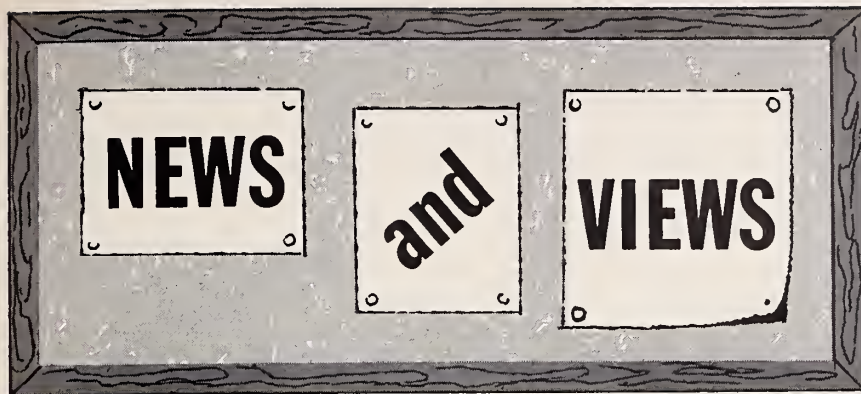
However, most of the Turks did quite well. Their articles would have been acceptable in any provincial newspaper.

In 1957, we tried a similar system of teaching news writing to county agents and home demonstration agents in Utah. Instead of a home economics festival we staged an imaginary dairy field day using movie film and a taped commentary by the extension dairyman.

However, the live role playing gave better results than the film and tape recording. The action moves too rapidly in a movie, and speech tends to be too fast in a tape recording. Also, the dark room needed for a movie made note taking difficult.

A few cautions should be voiced. Don't make the activity too complicated or too long. Get the people who are to speak to prepare short, factual talks beforehand and give you a copy. Speakers should stick to their prepared speeches (but read them slowly and deliberately). That way you have a good key by which to grade the accuracy and completeness of the news article written.

Possibilities for staging make-believe extension activities are endless. For instance you could call on your poultry specialist to give a chicken culling demonstration for a make-believe county poultry meeting. Or a soils specialist might use a blackboard or flannelboard to give a talk to an imaginary soil conservation district meeting. Whatever the activity, it's the dramatization that counts. ■



Arizona Announces 2nd Winter School

Plans are completed for the 1963 Western Regional Extension Winter School at the University of Arizona in Tucson. In operation for the second year, this winter school will be held February 4 to 22, 1963.

Six courses, each carrying 2 semester credits at the graduate level, have been scheduled. Students will be permitted to enroll in two classes, one of the first three and one of the second three listed below.

Moses Foundation Scholarships are offered for extension workers who devote a third or more time to youth work and enroll in 4-H Leadership Development. Farm Foundation Scholarships are available to participants enrolling in Agricultural Policy. Application is made through the State director.

The following courses and their instructors are planned:

Agricultural Policy — Dr. Wallace Barr, Ohio

4-H Leadership Development—V. Joseph McAuliffe, Federal Extension Service

Psychological Aspects of Communication in Groups—Dr. Ole A. Simley, Arizona

Procedures and Techniques for Working with Groups—Edward V. Pope, Federal Extension Service

Basic Evaluation Adapted to Extension Teaching—Dr. Marden Broadbent, Utah

Agricultural Communications—Ralph L. Reeder, Indiana

For more information write to

Kenneth S. Olson, Director, Western Regional Extension Winter School, The University of Arizona, Tucson, Ariz.

Georgia Offers Fourth Annual Winter Session

The University of Georgia announces the fourth Winter Session for Extension Workers to be held January 28 to February 15, 1963.

Classes will be headquartered at the university's Rock Eagle 4-H Club Center at Eatonton, Ga. Extension workers attending this winter school have the opportunity to earn 5 quarter hours of graduate credit by enrolling in 2 of the 6 courses offered.

Moses scholarships are available to extension workers who devote one-third or more time to youth work and enroll in the 4-H course. Application is made through the State director.

Courses scheduled and their instructors include:

Public Relations in Extension Work —S. G. Chandler, Georgia

Principles and Procedures in the Development of 4-H Club Work—T. L. Walton, Georgia

Operations and Administration in Extension—Mary Louise Collings, Federal Extension Service

Family Problems in Financial Management—J. J. Lancaster, Georgia

Effective Use of Information Media in Extension Work — Fred P. Frutchey, Federal Extension Service

Communication in Extension Service —R. D. Stephens, Georgia

For more information write to S. G. Chandler, Chairman Extension Training, Agricultural Extension Service, College of Agriculture, University of Georgia, Athens, Ga.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. *Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.*

- F 1260 Stored Grain Pests—*Slight Revision June 1962*
- F 2002 For Insurance Against Drought—*Slight Revision June 1962*
- F 2151 The Japanese Beetle—How to Control It—*Slight Revision April 1962*
- F 2183 Using Phenoxy Herbicides Effectively—*New (Replaces F 2005)*
- G 81 Maple Diseases and Their Control—*A Guide for Homeowners—New*
- G 82 Selecting and Growing House Plants—*New (Replaces F 1872)*
- G 83 Pruning Shade Trees and Repairing Their Injuries—*New (Replaces F 1896)*
- L 351 Growing Eggplant—*Slight Revision May 1962*
- L 507 Alfalfa Varieties and Areas of Adaptation—*New (Replaces F 1731)*
- L 508 Bridge Grafting and Inarching Damaged Fruit Trees—*New (Replaces F 1369)*
- L 509 Muskmelons for the Garden—*New (Replaces F 1468)*
- L 511 Irrigating Grain Sorghums—*New*
- L 513 The Chip-Bud Method of Propagating Vinifera Grape Varieties on Rootstocks —*New (Replaces L 173)*
- L 514 The Meadow Spittlebug — How to Control It On Legumes—*New (Replaces L 341)*



Pulling Together at the Grass Roots



WHY not one advisory group to channel all self-help State and Federal aid? That's what citizens in Michigan's Upper Peninsula were asking last year.

It was a good question. And the answer may give clues to a key objective of Rural Areas Development and Area Redevelopment Administration programs—getting people organized to help themselves.

The resulting action will also interest anyone wanting to help local citizens cut through the red tape of interagency cooperative efforts and to focus on community problems.

As Gogebic County Supervisor and Ironwood Mayor Roy Ahonen said after a trip to Washington, D. C., "We're convinced that the U. S. Departments of Agriculture, Commerce, and Labor are earnestly trying to coordinate their community aid efforts. And since many of these are geared to solving interrelated problems, why shouldn't we pull together locally?"

Planning Commissions Organize

He answered his own question by returning home to help organize the Gogebic County planning commission.

The county commission is now working on a comprehensive Overall Economic Development Plan to com-

ply with the Area Redevelopment Administration's program. It also is coordinating resources and concepts of the RAD program and is guiding aids available through Michigan State University and the State Department of Economic Development. Possibly most important, the commission has hired a planning consultant to focus local decisions and investments on the area's most critical problems.

Nine other Upper Peninsula counties have formed county planning commissions. And to foster regional approaches and aid local development, the UP has formed the Upper Peninsula Committee on Area Problems.

Organized only 9 months ago, UPCAP has established a regional reference library and obtained the services of a team of economic development consultants, financed through an ARA grant.

The regional planning body has also established 10 standing committees. Two of these, tourism and commercial fisheries, have started their own drives to solve their industries' ills.

County and regional planning bodies weren't born overnight—nor within the last year or so. The movement toward strong local planning and development groups dates back over 6 years, when a Rural Resource

Development program was introduced into the 15-county UP region. This accompanied a merger of Michigan State University's Cooperative Extension Service and Continuing Education programs in the district. The latter move provided university resources needed by the community-oriented program.

Efforts Bearing Fruit

This "growing pains" stage of the community planning hasn't been fruitless. Results already include new industries, rejuvenated old businesses, new schools, training programs for tourist industry employees, and improved marketing channels for farm products.

Little wonder then that MSU, RAD, and ARA workers were impressed by the request to channel all outside help through UPCAP! They feel UPCAP, and the local planning commissions supporting it, represent the accomplishment of the key goal of RAD and ARA—people pulling together at the grass roots.

They also agree that maximum strength and unity in local advisory groups will magnify results of any State or Federal funds invested in underdeveloped areas. ■

—Jim Gooch, Information Specialist, Upper Peninsula, Michigan